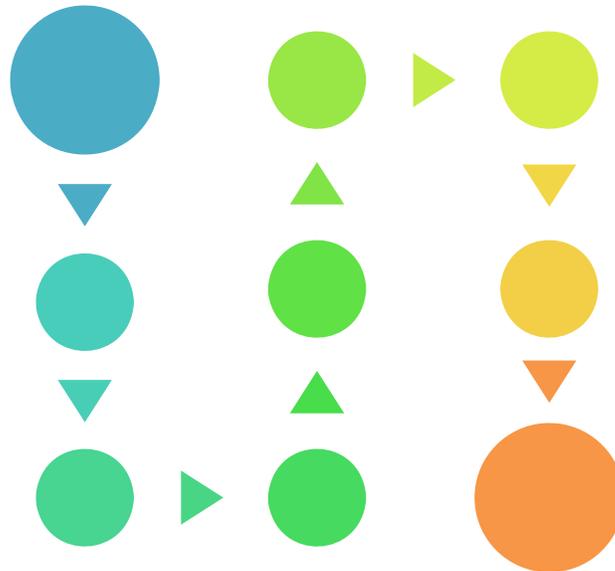# Pipelines and Pathways: The Current Status of ECE Professional Development in Los Angeles County

Paper 1 - Preparing the Foundation: Strengthening the ECE Workforce through the Professional Development System and Early Childhood Educator Competencies

PEACH Papers Series
Presented to First 5 LA

By the

Partnerships for Education, Articulation and Coordination through Higher Education (PEACH) Component of the

Los Angeles County Early Care and Education Workforce Consortium
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[1] Explanations of the acronyms used for the organizations/agencies are provided in the reference section.

PEACH Paper 1

Preparing the Foundation: Strengthening the ECE Workforce through the Professional Development System and Early Childhood Educator Competencies

PEACH

Partnerships for Education, Articulation and Coordination through Higher Education (PEACH), is the higher education component of the Los Angeles County Early Care and Education Workforce Consortium. PEACH is funded by the First 5 Commission of Los Angeles County (First 5 LA) for a 5-year period (2011-2016) and administered by Los Angeles Universal Preschool (LAUP). PEACH currently includes Early Childhood Education/Child Development faculty representatives from fourteen Los Angeles county community colleges, 4 California State University (CSU) campuses, University of California, Los Angeles (UCLA), and 2 private universities (University of La Verne and Pepperdine University).

The mission of PEACH is to strengthen existing, and support the development of new and enhanced, academic professional development pathways and related education programs for both the current and future early care and education[2] (ECE) workforce in Los Angeles County. The goals of PEACH focus on supporting the establishment and/or improvement of (a) the articulation of ECE-related[3] courses and academic degree programs from high school to community college, from community college to 4-year campus, and from a baccalaureate program to graduate study in ECE/Child Development; (b) the alignment of ECE-related courses with similar content from one institution of higher education (IHE) to another (e.g., course content, level of content, and similar course numbering); (c) existing and new ECE-

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[2] There is a current shift in the field from using the term early *childhood* education when referring to ECE, to using early *care and* education. While ECE is used throughout the PEACH Papers all efforts were made to accurately reflect each program, agency, or IHE's use of the term.

[3] ECE-related refers to disciplines that may address similar topics (e.g., child development, human development, developmental psychology, child and family studies) but are not directly focused on early childhood education or care and education. ECE professionals may receive degrees and/or training in these related disciplines.

related BA/BS programs; (d) advocacy for the development and approval of an ECE credential for professionals working with the youngest children, 0 to 8 years of age; (e) support for the development of an ECE-specific doctoral program in Los Angeles County; and (f) recommendations for increased codification of professional preparation of ECE trainers.

PEACH Paper Series

PEACH Paper 1 - Preparing the Foundation: Strengthening the ECE Workforce through the Professional Development System and Early Childhood Educator Competencies is one in a series of six developed by the PEACH partners to describe the current status of professional development programs at IHEs in Los Angeles County as well as other elements of the professional preparation of the current and future ECE workforce.

The entire series includes the following related topics:

PEACH Paper 1 - Preparing the Foundation: Strengthening the ECE Workforce through the Professional Development System and Early Childhood Educator Competencies

PEACH Paper 2 - Joining Pipelines: Articulation and Alignment Between and Among the California Community Colleges, the California State University System, and Private Universities in Los Angeles County

PEACH Paper 3 - Identifying Pathways to a Bachelor's Degree: The Current Status of ECE-Related Bachelor's Degree Programs in Los Angeles County

PEACH Paper 4 - Constructing New Routes: Considerations for the Development of an ECE Credential

PEACH Paper 5 - Completing the System: The Current Status of ECE Doctoral and Master's Degree Programs in Los Angeles County

PEACH Paper 6 - Checking for Flow: The Current Status of ECE Training and ECE Trainer Competencies

PEACH Papers have been developed to provide background information to guide PEACH's work. The research, preparation and analysis for each paper in this series has been designed and conducted by

PEACH partners. It should be noted that the information provided in the PEACH Papers represents a "snapshot in time" and is reflective of the PEACH authors' knowledge and understanding as of July 2014. Our hope is that the information and analysis contained in the papers will serve to inform and inspire those involved in current systems efforts related to ECE workforce development in Los Angeles County, throughout California, and beyond.

Purpose of Paper 1

PEACH Paper 1 - Preparing the Foundation: Professional Development Initiatives and Early Childhood Educator Competencies focuses on two key elements that are integral for supporting and enhancing the current and future ECE workforce in Los Angeles County—the professional development system and ECE competencies. To a varying a degree, these elements set the foundation for the information presented in each of the remaining PEACH Papers. As noted by LeMoine (2008), "Historically, the various sectors have had different expectations for educator knowledge and competencies, rather than a single set of professional standards delineated by role; thus, professional standards and requirements vary according to funding streams and type of program" (as cited in LeMoine, Lutton, McDonald, & Daniel, 2011, p. 49). Therefore, *PEACH Paper 1* begins by presenting some research and history of professional development initiatives and programs for the ECE workforce, as well as a description of various programs. This is followed by details regarding the importance and development of ECE competencies nationwide, in addition to the California Early Childhood Educator Competencies. Finally, a discussion related to opportunities and considerations for future work in the ECE professional development system and competencies is provided.

Understanding and Strengthening ECE Workforce Professional Development and Practice: A Conceptual Framework

To help conceptualize the systems that impact and can support ECE workforce professional development, the work of Howes et al. (2011) is reviewed. They studied individual states' efforts to build and/or to modify ECE professional development standards, policy, programs and related initiatives and from this

they offer examples from individual states as well as a summary of apparent trends (Howes et al., 2011).

In their examination of the structures and initiatives that support the preparation and ongoing development of effective ECE educators, Howes et al. (2011) developed a framework for studying the interrelationships of these structures and initiatives reflected in a triangle-shaped visual model that identifies three key elements impacting ECE educators' development, including: (a) ECE professional development systems, (b) ECE competencies, and (c) quality rating and improvement systems (QRIS). The goal of the researchers' model is to provide a conceptual framework to support increased alignment, coordination, and integration among these three key elements (see Figure 1.1 for a duplication of their original work).
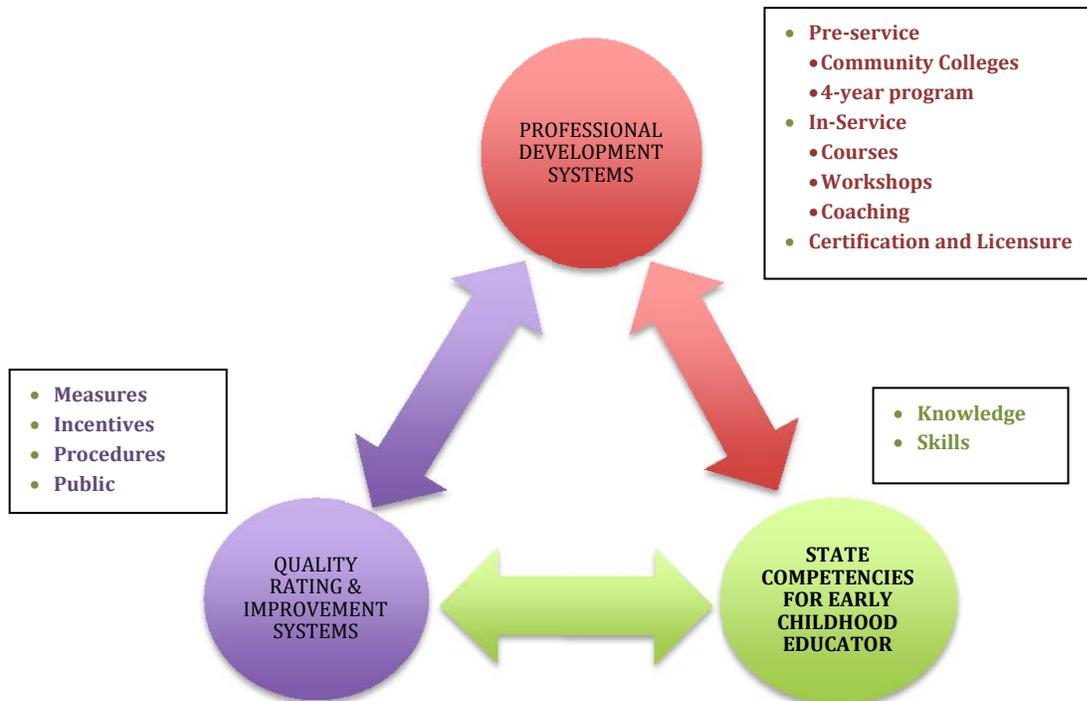

Figure 1.1. Ensuring effective teachers from Howes et al., 2011, p. 162

Related Definitions

To guide the present discussion, the following definitions stemming from Howes et al.'s (2011) model are provided.

ECE professional development systems: One element that impacts ECE teacher effectiveness is professional development systems (PDS). PDS "comprise the set of requirements and procedures by which states determine who is qualified to teach and the mechanisms for preparing and qualifying teachers" (Howes et al., 2011, p. 152). PDS include "informal training pathways" such as ongoing non-unit-bearing workshops, trainings, mentoring and coaching; "formal educational pathways" including unit-bearing programs such as high-school, community colleges, four-year college and university programs, and graduate programs and credentials such as state certification, license, and permits for ECE educators (Howes et al., 2011). In addition, Maxwell, Field, and Clifford (2005, as cited in Winton & West, 2011) found that "the confusion over terminology and the absence of an agreed-upon definition of professional development have together been detrimental to efforts aimed at studying teacher quality and effective approaches to professional development" (p. 79).

ECE competencies: A second element that impacts teacher effectiveness is ECE competencies, which are "statements that define what teachers need to know and do in order to create optimal learning opportunities for children" (Howes et al., 2011, p. 152).

Quality rating and improvement systems (QRIS): A third element that impacts teacher effectiveness is Quality Rating Improvement Systems (QRIS), which are "mechanisms for defining the optimal conditions for caring for and preparing children for school, and for encouraging and rewarding improvement to higher levels" (Howes et al., 2011, p. 152). Moreover, a quality rating and improvement system (QRIS) is a "method to assess, improve and communicate the level of quality in early care and education settings" (Mitchell, 2005, p. 4, as cited in California's RTT-ELC Tiered QRIS Implementation Guide http://www.cde.ca.gov/sp/cd/rt/rttelcapproach.asp).

Howes et al. (2011) note that, in general, PDS are not systematically linked to program, teacher, or child outcomes. They also describe that individual states' ECE PDS, QRIS and related competencies are not typically aligned, coordinated, or integrated. In most states, QRIS and ECE competencies have been

developed outside of the PDS. In addition, there is inconsistency in what is articulated in related policy, what is implemented within the states and what supports are available to support successful implementation of these policies. They argue that it is important to go beyond *building and modifying* key elements of the infrastructure. Each state's systems require *alignment of component systems* and *integration of diverse elements of the systems.* For example, the strength and effectiveness of a local formal ECE academic education and degree program at an IHE depends upon the alignment of course and program content, objectives, methods and anticipated student learning outcomes with the state's ECE competencies as well as alignment with ECE national professional organizations' program standards for accreditation purposes.

Application of Howes' Model to California and Los Angeles County

The PEACH contributors adapted Howes et al.'s (2011) model by inserting some of California's current ECE workforce initiatives as well as sample Los Angeles County initiatives (Figure 1.2). A visual representation of the linkages that have been laid (to date) between and among the three systems are indicated by the arrows connecting the components.

Although the model includes three elements, this paper focuses on the professional development system and accompanying initiatives in Los Angeles County, as well as the California ECE competencies; QRIS is embedded in the discussion of these, but is not explicitly addressed within the context of this paper. Accordingly, some current initiatives that apply to all of California as well as those specific to Los Angeles County that impact these individual systems are noted. Linkages and pathways between and among these systems will be identified. Strengths and gaps in current elements and linkages are summarized and suggested recommendations regarding further opportunities for strengthening, alignment and coordination among these elements are presented at the end of the paper.
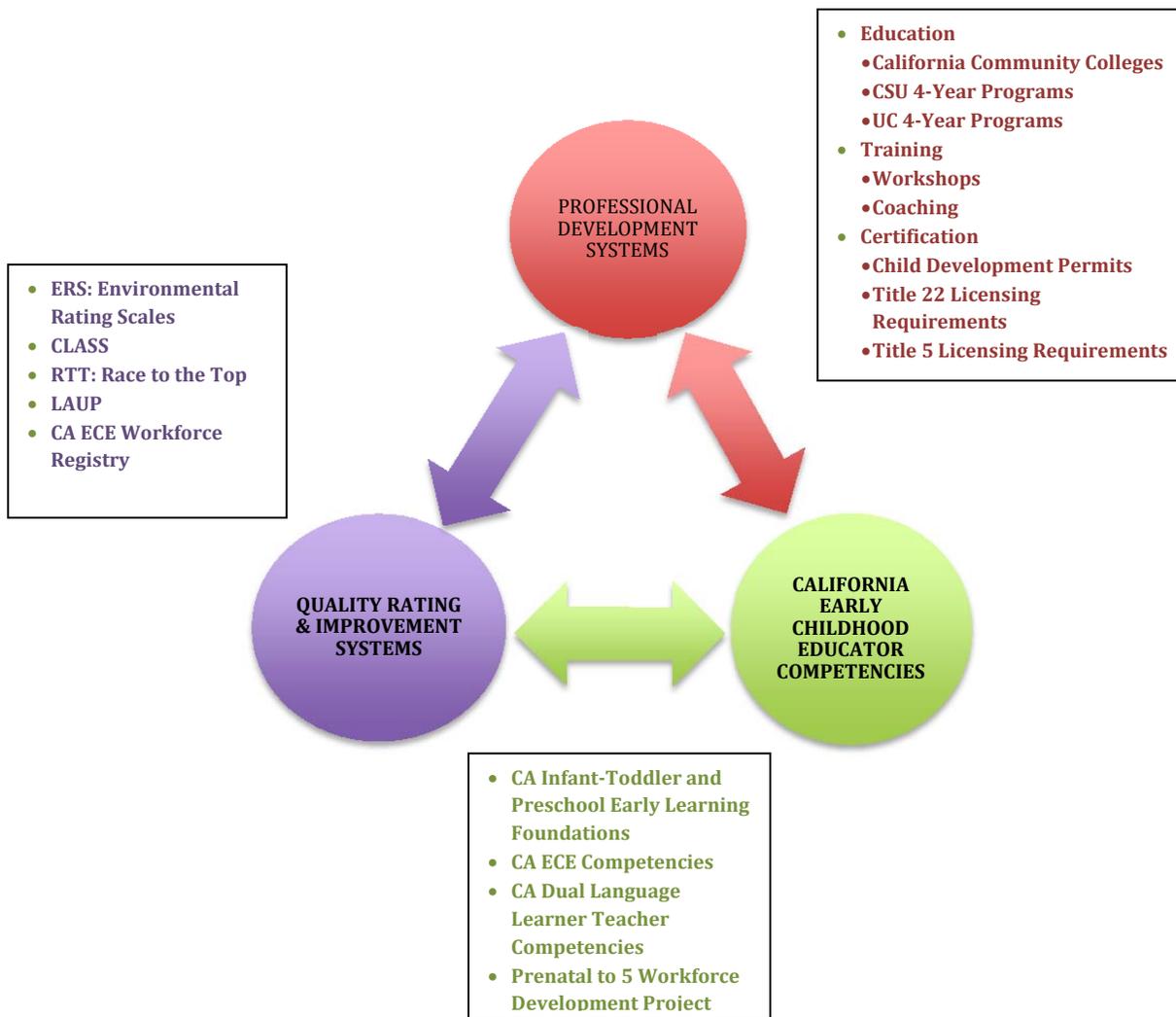
- **ERS: Environmental Rating Scales**
- **CLASS**
- **RTT: Race to the Top**
- **LAUP**
- **CA ECE Workforce Registry**

PROFESSIONAL DEVELOPMENT SYSTEMS

- **Education**
  - •California Community Colleges
  - •CSU 4-Year Programs
  - •UC 4-Year Programs
- **Training**
  - •Workshops
  - •Coaching
- **Certification**
  - •Child Development Permits
  - •Title 22 Licensing Requirements
  - •Title 5 Licensing Requirements

QUALITY RATING & IMPROVEMENT SYSTEMS

CALIFORNIA EARLY CHILDHOOD EDUCATOR COMPETENCIES

- **CA Infant-Toddler and Preschool Early Learning Foundations**
- **CA ECE Competencies**
- **CA Dual Language Learner Teacher Competencies**
- **Prenatal to 5 Workforce Development Project**

Figure 1.2. Strengthening the ECE Workforce in Los Angeles County (Adapted from Howes et al., 2011)

As the figure attempts to represent, this is a complex, interconnected, and multidirectional system. To illustrate, the bidirectional arrow between the professional development system and QRIS represents activities and initiatives that enhance and inform the coordination of these two elements reflected in programs (e.g., ECE educator incentive stipend programs such LAUP's ASPIRE and the LA County Office of Child Care's Investing in Early Childhood Educators [AB212]). The bilateral arrow informing the elements of QRIS and California's ECE Competencies represents on-site coaching programs (e.g., LAUP and R&R coaches), as well as training regarding the use of individual QRIS activities such as the Desired Results Developmental Profile (DRDP). Activities represented by the bidirectional arrow between the professional development system and ECE Competencies reflects initiatives such as the Faculty Initiative Project (FIP), Competencies Integration Project (CIP) and Child Development Training Consortium

(CDTC) workshops to support ECE college and university faculty members' and ECE trainers' integration of ECE Competencies (and related early development and learning foundations) into their coursework for the Los Angeles County ECE workforce. While the state's ECE Competencies were designed to articulate the professional knowledge, skills, and dispositions required for high quality care and education for young children, integrating these competencies into coursework and trainings has been challenging for ECE professionals. In response, the ECE Competencies Mapping Tool was designed to allow ECE professionals a way to determine where and to what extent courses and trainings align with California's ECE Competencies. Through this web-based mapping process, faculty and other professionals can determine how thoroughly competencies are addressed (https://www.childdevelopment.org/cs/cip/print/htdocs/mt/home.htm).

Recent History and Current ECE Initiatives and Programs that Strengthen the ECE Workforce

To provide context for the description of the professional development system (PDS) in Los Angeles County, this section will first examine the history of ECE initiatives in California.

History of Initiatives in California

Karoly has prepared three reports identifying recent ECE initiatives and related developments in California (2007; 2009; 2012). Her findings are presented to document the development of the ECE PDS in California and the significant progress that has been made in the short five-year period (2007 to 2012).

In 2007, Karoly, Reardon, and Cho reported that the overall state-funded ECE system in California:

- had few regulations;
- lacked a clear accountability system that defined expectations for quality and outcomes;
- did not provide financial incentives for achieving higher quality;
- made it difficult for providers to use all funds available to them;
- lacked a well-designed, coordinated plan to prepare early childhood educators; and

- was difficult for families to navigate, for policymakers and the public to understand, and for providers to administer.

Considering the status of ECE system at that time, in a related report issued two years later, Karoly (2009) recommended that California's ECE stakeholders take the following actions:

- Ensure that high-quality programs are available for the children who need them most;
- Measure and monitor quality, and provide higher reimbursements to providers who achieve higher quality;
- Create a well-designed, coordinated plan to prepare early childhood educators; and
- Advance toward a more efficient, more coordinated system.

Moving forward, Karoly's 2012 RAND monograph, *A Golden Opportunity: Advancing California's Early Care and Education Workforce Professional Development System,* contributed up-to-date descriptions of the current California ECE PDS and related initiatives. The analysis organizes publicly funded ECE workforce professional development programs into three categories based on their functions: (1) programs providing direct training for workforce professional development, (2) programs providing financial supports or incentives for workforce professional development, and (3) programs training trainers or other professional development support personnel. Accordingly, Karoly (2012) created tables that elucidate the features (including the purpose, services/activities, target population, auspices/funding source, local delivery mechanisms, estimated number of program participants, and funding levels for each program) as well as the coverage of publicly funded ECE workforce professional development programs in California in 2009-2010 (see Appendix A and Appendix B respectively).

More specifically, Karoly (2012) cited and described the following programs[4] in each of the above stated categories:

1) Programs providing direct training for workforce professional development:
   - Child Care Initiative Project (CCIP)

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[4] Some of the programs may no longer be in existence or may have been modified by name or design.

- California Exempt Care Training (CECT)

- California Preschool Instructional Network (CPIN)

- Desired Results Training and Technical Support Assistance Project

- Family Child Care at its Best (FCCB)

- Program for Infant Toddler Care (PITC) Partners for Quality Regional Support Network

- PBS Preschool Education Project

2) Programs providing financial support or incentives for workforce professional development:

- Child Development Training Consortium (CDTC).

- Child Development Permit (CDP) Stipends.

- Child Development Teacher and Supervisor Grant Program.

- California Early Childhood Mentor Program (CECMP)

- Comprehensive Approaches to Raising Education Standards (CARES[5])

- Compensation and Retention Encourage Stability (CARES[6])—AB 212

- Health and Safety Training for Licensed and License-Exempt Providers

- TANF Child Development Careers (CDC) WORKs!

3) Programs training trainers or other professional development support personnel:

- Child Development Permit (CDP) Matrix Professional Growth Advisors (PGAs)

- Early Childhood Education (ECE) Faculty Initiative Project (FIP)

- Program for Infant/Toddler Care (PITC) Trainer of Trainers Institutes

- PITC Community College Infant/Toddler Demonstration Sites

Statewide and Los Angeles County ECE Workforce Development Initiatives

This section describes statewide and local initiatives being implemented in Los Angeles County. A review

of ECE initiatives reveals that Los Angeles County boasts a number of notable efforts to improve the ECE

system.

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[5] In Los Angeles County this is now referred to as ASPIRE/CARES Plus.
[6] In Los Angeles County this is called Investing in Early Educators Stipend Program.

Early Care and Education Workforce Registry

A particular initiative that has been developed in California to support the ECE workforce is the California Early Care and Education Workforce Registry. To explain, as of 2010, at least 32 states and additional counties or local areas were building, implementing, or had implemented ECE workforce registries. The development of an Early Care and Education (ECE) Workforce Registry in California began as a pilot project including San Francisco and Los Angeles counties in 2011 and was funded by the David & Lucile Packard Foundation, Mimi and Peter Haas Fund, Los Angeles Universal Preschool (through First 5 LA), the City/County of San Francisco, and was supported by the Center for the Study of Child Care Employment at UC Berkeley (www.caregistry.org/index.cfm). The California ECE Workforce Registry ("The Registry") is an information system that serves the ECE workforce as well as researchers and policy makers.

To provide some context, Howes et al. (2011) explain that the National Registry Alliance has identified core data elements to address cross-state consistency in definitions and measurement in registries: "Cross-state consistency allows for tracking of professional development on a more national level and benefits teachers who have a resource to document their qualifications to current employers and to bring their credentials with them, should they move across states" (p. 162). Thus, the Registry is described as "a state, regional and local collaboration designed to track and promote the education, training and experience of the early care and education workforce for the purpose of improving professionalism and workforce quality to positively impact children" (https://www.caregistry.org/index.cfm). The Registry collects, verifies and records data regarding demographics, education, training, and employment history of the ECE workforce. Registry data becomes an invaluable source of information in describing characteristics of the ECE workforce across California.

The Registry in California is currently live online. ECE providers can create an account, input information regarding their education and experience into the Registry, and submit supporting educational and certification documents.

The Registry is implemented locally through the Child Care Alliance of Los Angeles, with First 5 LA funding. The creation of the Registry represents a giant step forward in the capacity to collect, organize, and verify ECE provider and trainer information for employers, policymakers and researchers. As increasing numbers of ECE providers and trainers continue to register, the Registry becomes an increasingly important component of the ECE professional development system in Los Angeles County. As of June 2014, over 2,700 providers are registered (F. Stewart, personal communication, July 11, 2014).

Race to the Top – Early Learning Challenge

Furthermore, California was among the first nine states to receive federal grant funding for early learning through the Race to the Top – Early Learning Challenge (RTT-ELC) program that supports states' efforts to 1) increase the percentage and number of low-income and disadvantaged children in each age group of infants, toddlers, and preschoolers enrolled in high-quality early learning and development programs; 2) design and implement an integrated system of high-quality early learning and development programs and services; and 3) ensure that any use of assessments conforms with the recommendations of the National Research Council's reports on early childhood (http://www2.ed.gov/programs/racetothetop-earlylearningchallenge/index.html). California is one of nine states to receive first round funding. The state was awarded $75 million from January 2012 to December 2015. 75% of these grant funds will be spent at the local level, in response to regional variations, through creating local consortia to improve the quality of early learning and development programs in the following areas: 1) child development and readiness for school, 2) teachers and how they interact with and teach young children, and 3) program and in-the-classroom environments.

California is taking a unique approach that builds upon the state's local and statewide successes. This allows locals to be responsible for their own quality improvement processes and builds upon local investments from First 5 Commissions and others while still allowing counties to coordinate regional efforts when feasible and to share lessons learned. The 17 consortia statewide voluntarily agreed to align their local QRIS to a common "Quality Continuum Framework" and are implementing three common

quality QRIS tiers in addition to any locally determined tiers

(http://www.childrennow.org/uploads/documents/CRTTT-ELC.pdf).

The Los Angeles County Office of Child Care and LAUP has each been funded through California's RTT-ELC Grant to implement the RTT QRIS in Los Angeles County. These two programs are part of the group of 17 consortia statewide, representing 16 counties (http://ceo.lacounty.gov/ccp/rtelcg.html; http://laup.net/early-learning-challenge.aspx).

Program for Infant/Toddler Care

The Program for Infant/Toddler Care (PITC), developed collaboratively by WestEd and the California Department of Education, currently offers four types of training regarding infants and toddlers: 1) Trainer Institutes to develop and certify trainers to work with ECE providers who work with infants, toddlers and their families in the state; 2) direct training of infant-toddler care teachers on-site in center-based programs; 3) Home Visiting Training Institutes for home visitors and their supervisors; and 4) PITC webinars for those working with infants and toddlers to view in real time and access in PITC web archives (www.pitc.org).

First 5 LA

In 1998, Proposition 10 was passed by California voters and, as in other counties, First 5 LA was established in Los Angeles County with its mission to fund health and safety programs for families and young children as well as early education programs for children prenatal to age 5 (http://www.first5la.org). One such program is LAUP. Additionally, First 5 LA has funded a number of other ECE workforce development initiatives, including the Los Angeles County Early Care and Education Workforce Consortium, administered by LAUP.

LAUP

Initiated in 2005, and funded by First 5 LA, LAUP is one of the two most extensive countywide universal preschool efforts in California (Karoly, 2012). Since its inception, LAUP has a proven commitment to increasing preschool access and affordability in Los Angeles County as evidenced by over 95,000 children who have been educated in over 640 quality preschools since 2005. LAUP provides a multitude of services, including:

- Providing financial backing and a business structure for preschool providers to improve existing preschools.

- Coaching support and mentoring by experienced educators to enhance quality and fiscal stability among LAUP preschools LAUP preschools include private, public, charter, faith-based and family home care programs.

- Increasing access to preschool for thousands of children in Los Angeles County by providing the operating funds needed to fill previously empty classrooms (http://www.laup.net/).

Since its inception, LAUP has utilized a 5-star quality rating system with coaching support. Provider payments are tied to star levels. Additionally, as noted above, LAUP is one of two Los Angeles County local consortia participating in the state's RTT-ELC grant work to develop and align QRIS systems. LAUP is currently in the process of transitioning its funded providers to the California's RTT-ELC "Quality Continuum Framework." Concurrently, LAUP is developing a network of new providers who receive tier ratings and technical assistance according to the RTT framework (LAUP RTT providers).

The Los Angeles County Early Care and Education Workforce Consortium

The Los Angeles County Early Care and Education Workforce Consortium funded by First 5 LA and administered by LAUP is one the largest workforce development consortiums of its kind in the nation. It is made up of representatives from agencies providing professional development to the ECE field across LA County. The main goals of the Los Angeles County ECE Workforce Consortium are:

- ECE Workforce Development: Increase the educational attainment, professional qualifications, and knowledge and use of quality practices among ECE professionals.

- System Improvement: Develop, align and coordinate educational pathways and professional development opportunities for ECE professionals.

- Policy Change: Inform and engage policymakers and vested stakeholders around the need for a prepared and qualified ECE workforce (http://workforce.laup.net).

In addition to the PEACH project, other Workforce Consortium partner programs include:

- Child Development Workforce Initiative (CDWFI): This program offers a continuum of education and support from high schools to community colleges to universities as developing professionals pursue degrees in early childhood education. The colleges assist students in completing transfers as well as degree and permit requirements through dedicated advisement, mentoring, workshops, coursework and financial aid. Partner colleges include:

    Antelope Valley College

    East Los Angeles College

    Los Angeles City College

    Los Angeles Southwest College

    Los Angeles Valley College

    Long Beach City College

    Mount San Antonio College

    Pasadena City College

    Pierce College

    Santa Monica College

- Family Child Care Higher Education Academy (FCCHEA) – Project VISTAS: East Los Angeles College provides academic support and services to Family Child Care Providers who are Spanish-speaking or of another cultural or linguistic group and who are working toward completion of educational and career goals.

- ASPIRE/CARES Plus Stipend Program for Early Educators: Although separately funded through First 5 CA and First 5 LA, ASPIRE is an integral partner program to the other projects under the Consortium funding. Administered by LAUP, ASPIRE provides early care and education professionals with financial incentives, advisement and training to promote college coursework completion, permits, degrees and implementation of best practices in the classroom.

- Early Childhood Education – Professional Learning Communities (ECE-PLC): Through the Los Angeles County Office of Education, this program provides professional development for principals and teachers on a number of county school district sites to increase knowledge of early care and education practices and creates a learning community to promote quality practice and increased collaboration.

- Gateways for Early Educators Project – Child Care Alliance of Los Angeles: The Gateways Program is offered at Resource and Referral (R&R) agencies throughout Los Angeles County and supports implementation of best practices and career and educational advancement by providing quality and career coaching to licensed and license-exempt early care and education child care providers. The program also provides a forty-hour training program through a separate funding source.

- Los Angeles County Office of Child Care Steps to Excellence Program (STEP): The STEP program rates provider environments and partners with the Childcare Alliance of Los Angeles-Gateways Program to provide access to professional development opportunities and to train and coach center-based and Family Child Care Program administrators. The Gateways Program also assists STEP-referred providers in meeting criteria established in the STEP Quality Rating and Improvement System. The program is currently transitioning its providers to the RTT QRIS standards (http://workforce.laup.net/programs.aspx).

Investing in Early Educators Stipend Program

The *Investing in Early Educators Stipend Program,* funded by the California Department of Education/Child Development Division (CDE/CDD) and developed locally by the County of Los Angeles

Child Care Planning Committee, is designed to increase the retention and academic preparedness of teachers working in child development programs—centers and family child care homes—in which most of the children are subsidized by the state. Stipends are made available to teachers completing college coursework that informs their work with children and families, and/or contributes towards a degree in child development or a closely related field (http://ceo.lacounty.gov/ccp/iieesp.htm).

Nationwide Early Childhood Educator Competencies and Related Standards

ECE Competencies in the United States: History and Considerations

LeMoine, Lutton, McDonald and Daniel (2011) noted that attention to the identification of child care core knowledge and competencies has emerged in recent years although, historically, the ECE workforce "has not had an institutionalized infrastructure for professional development" (p. 53). LeMoine et al. (2011) continued, stating:

> At least 50% of states have developed specific core knowledge and competencies, targeted predominantly at the child care sector workforce, with many using categories from either or both of the CDA [Child Development Associate] credential competencies and the NAEYC professional preparation standards. (p. 53)

To explain further, LeMoine et al. (2011) noted:

> Professional development offerings and systems are built on the foundation of standards that delineate core knowledge and competencies for early childhood teachers. Based on these desired skills and knowledge areas, state professional development activities are aimed at providing effective preparation, development, and support. But this effort is complicated by disparate early childhood sectors (e.g., Head Start and Early Head Start, child care, prekindergarten, kindergarten through third grade, early intervention, and special education). Historically, the various sectors have had different expectations for educator knowledge and competencies, rather than a single set of professional standards delineated by role; thus, professional standards and requirements vary according to funding streams and type of program. (pp. 48-49)

Moreover, Winton and West (2011) identified the following assumptions reflected in current ECE competencies nationally:

- Early childhood teachers work in a variety of settings and, depending upon the type of setting, are likely to have different requirements for levels of education (as well as types of formal/non-formal pre-service and in-service education) and expectations of competency.

- Although many national early childhood organizations have developed standards and related competencies, these standards and competencies are not aligned across organizations.

- National standards and competencies should guide state efforts to develop competencies, but evidence suggests that this order of events cannot be assumed in any particular case.

- States are taking various approaches to developing state competencies, certification and licensure for early childhood teachers; thus, competencies, certification, and licensure vary from state to state.

- There are no agreed-upon tools or measures to assess teacher competencies or practices.

- Without these tools, it is difficult to determine whether professional development is accomplishing the goal of increasing effective teaching practices that lead to positive outcomes for children and families. (p. 78)

Winton and West (2011) also described other current challenges regarding the development and alignment of both national and individual state ECE competencies:

- There is an absence of agreed-upon definitions and consistent usage of terms such as competencies, standards and professional development.

- There is an absence of agreed-upon approaches to professional development across national organizations, early childhood sectors, (related) disciplines and states within the US.

- There is an absence of agreed-upon set of early childhood core competencies across organizations, institutions, sectors and disciplines.

- There are weak or nonexistent linkages among state competencies, professional development and quality initiatives.

- Few, if any, models of an early childhood cross-sector professional development system exist. (pp. 87-88)

PEACH contributors to *Paper 1* note that if these tools (competencies and standards, quality rating and improvement systems, and professional development standards) are not developed and aligned thoughtfully, there is the risk of creating a closed cycle that would be meaningless at best or overtly damaging, at worst. And, as with any emerging system, periodic review with the possibility of making modifications to these system elements is required to keep the system viable. Alternatively, competencies remain unexamined and may simply "sit on the shelf" as Winton and West (2011) have suggested.

National Standards for Early Childhood Educators

Multiple ECE-related national organizations have developed professional standards that include competencies (observable skills that need to be mastered), which are organized around an assumed level of experience, education, and/or knowledge, and by content domain. One of the main ways that competencies created by national organizations differ is their intended target audience and purpose (Winton & West, 2011). As such, Table 1.1 provides some examples of national organization standards to demonstrate the breadth and depth of existing resources. These are important to understand prior to, and in conjunction with, the discussion of the California ECE Competencies.

A brief description of each organization follows Table 1.1.

Table 1.1

Examples of National Organization Standards

National Organization	Target Audience	Purpose	Core Standards/Competencies
National Association for the Education of Young Children (NAEYC, 2009)	Early childhood workforce for young children (birth through eight)	• Inform state and national early childhood teacher credentialing • Provide national accreditation of professional early childhood preparation programs • Facilitate state approval of early childhood teacher education programs • Facilitate articulation agreements between various levels and types of professional development programs	Six Core Standards include: • Promoting Child Development and Learning • Building Family and Community Relationships • Observing, Documenting, and Assessing to Support Young Children and Families • Using Developmentally Effective Approaches to Connect with Children and Families • Using Content Knowledge to Build Meaningful Curriculum • Becoming a Professional
Division for Early Childhood of the Council for Exceptional Children (DEC, 2007)	Early childhood special educators and early interventionists working with infants and young children (birth through eight) with exceptional needs (who have, or are at risk for, developmental delays and disabilities)	• Describe in rich narrative the knowledge and skills essential for safe and effective practice • Provide for preparation program accreditation, entry-level licensure, professional practice, and continuing professional growth	Ten Core Standards include: • Foundations • Development and Characteristics of Learners • Individual Learning Differences • Instructional Strategies • Learning Environments/Social Interactions • Language • Instructional Planning • Assessment • Professional and Ethical Practice • Collaboration

National Organization	Target Audience	Purpose	Core Standards/Competencies
Child Development Associate (CDA) (Council for Professional Recognition, 2006)	Early Childhood workforce without degrees working with young children (birth through five) in all settings (center-based, family child care, home visit programs, etc.)	• Describe the skills needed by child care providers • Evaluate a caregiver's performance with children and families during the CDA assessment process	Six Core Competency Goals are: • To establish and maintain a safe, healthy learning environment • To advance physical and intellectual competence • To support social and emotional development and to provide positive guidance • To establish positive and productive relationships with families • To ensure a well-run, purposeful program responsive to participant needs • To maintain a commitment to professionalism
National Board for Professional Teaching Standards: Early Childhood Generalist Standards (NBPTS, 2001)	Licensed Teachers of Children—all states or some (ages 3 through 8)	• Establish high and rigorous standards for what accomplished teachers should know and be able to do • Develop and operate a national voluntary system to assess and certify teachers who meet these standards • Advance related education reforms for the purpose of improving student learning	Nine Standards include: • Understanding Young Children • Equity, Fairness, and Diversity • Assessment • Promoting Child Development and Learning • Knowledge of Integrated Curriculum • Multiple Teaching Strategies for Meaningful Learning • Family and Community Partnerships • Professional Partnerships • Reflective Practice
Prenatal through 3 Workforce Development Project (P-3 WFD Project) Cross-sector Core Competencies* (http://www.zerotothree.org/wo/assets/docs/policy-brief-ztt-core-competencies-policy-2012.pdf) * A P-5 WFD Project has been funded to extend these core competencies through age 5	Professionals across the sectors of early care and education, early intervention, mental health, physical health and social services/child welfare working with expecting	• Facilitate partnership, coordinated service delivery, cross-sector workforce development and more effective and efficient services for expectant parents, infants, toddlers and their families	Eight Core Competencies include: • Early Childhood Development • Family-Centered Practice • Relationship-Based Practice • Health and Developmental Protective and Risk Factors • Cultural and Linguistic Responsiveness • Leadership • Professional and Ethical Practices

	parents, infants, toddlers and their families		• Service Planning, Coordination and Collaboration

National Association for the Education of Young Children

The National Association for the Education of Young Children (NAEYC, 2009) has developed six core standards for early childhood professionals working with young children (birth through eight years). The purpose of the standards is to provide explicit expectations for state and national early childhood teacher certification, related credentialing, national accreditation of professional early childhood preparation programs, state approval of early childhood teacher education programs, and articulation agreements between various levels and types of professional development programs.

Division for Early Childhood of the Council for Exceptional Children

The Division for Early Childhood of the Council for Exceptional Children (DEC, 2007) has developed 10 core standards for early childhood special educators and early interventionists working with young children (birth through eight years) with exceptional needs who have, or are at risk for, developmental delays and/or disabilities. The purpose of these standards is to describe in rich narrative the educator knowledge and skills essential for safe and effective practice, and to provide standards for preparation of program accreditation, entry-level licensure, professional practice, and continuing professional growth.

Council for Professional Recognition: Child Development Associate

The Council for Professional Recognition (2006) has developed the Child Development Associate (CDA) which is designed for members of the early care and education workforce without academic degrees who are working with young children (birth to five years) in a range of settings (center-based, family child care, home visit programs, etc.). The CDA content reflects six competency goals. The purpose of the CDA is to describe the essential knowledge, skills, and dispositions needed by child care providers and to evaluate a caregiver's performance with children and families utilizing the CDA assessment process.

National Board for Professional Teaching Standards: Early Childhood Generalist Standards

The National Board for Professional Teaching Standards (NBPTS, 2001) has created the Early Childhood Generalist Standards for early childhood educators working with young children (birth through eight

years). The purpose of these standards is to foster the professional development of the nation's early childhood workforce and to inform the course of study that early childhood educators follow as they pursue study in IHEs. In addition, the NBPTS seeks to provide guidance in the definition of ECE credentials and certifications, and to give comprehensive descriptions of the knowledge, skills, and dispositions that early childhood educators need to support young children's learning and development across programs.

ZERO TO THREE: Workforce Development Project

The ZERO TO THREE Western Office was funded by First 5 LA to develop the 2012 Prenatal through Three Workforce Development Project (P-3 WFD Project). This project created cross-sector core competencies to identify the basic knowledge, skills and attitudes needed for professionals working with expecting parents, infants, toddlers and their families across the sectors of early care and education, early intervention, mental health, physical health and social services/child welfare (http://www.zerotothree.org/wo/assets/docs/policy-brief-ztt-core-competencies-policy-2012.pdf). The 2012 ZERO TO THREE policy brief regarding the project also notes that those working with the prenatal to 3-year-old (P-3) population and their families usually focus their work in a single sector or type of setting (e.g., ECE early learning program setting) and lack an understanding of the needs of the P-3 population from the perspective of other sectors (e.g., physical or mental health, social welfare or early intervention). The P-3 WFD Project Workgroup identified eight core competency domains:

- Early Childhood Development
- Family-Centered Practice
- Relationship-Based Practice
- Health and Developmental Protective and Risk Factors
- Cultural and Linguistic Responsiveness
- Leadership
- Professional and Ethical Practices

- Service Planning, Coordination and Collaboration

  (http://www.zerotothree.org/wo/assets/docs/policy-brief-ztt-core-competencies-policy-2012.pdf)

In 2013, additional First 5 LA funding supported ZERO TO THREE in a second working group's extension of the P-3 cross-sector competencies to identify cross-sector competencies prenatal through five (P-5) workforce knowledge, skills and attitudes for professionals working with expectant parents, infants, toddlers, and families. Their recommendations have been drafted and posted on the ZERO TO THREE website as well. A follow-on stage of the P-5 Cross-Sector Competencies Project is to develop and pilot a training program based on these newly-drafted P-5 cross-sector competencies. ZERO TO THREE's intent is not to supplant other sector-specific sets of competencies but rather to encourage the development and appreciation of cross-sector knowledge and skills in order to better coordinate and collaborate in work with young children and families. These cross-sector competencies represent a positive response to Winton and West's (2011) observation (noted above) that currently there are few state examples of early childhood cross-sector professional development.

California ECE Competencies

ECE competencies play a key role in professional development systems. Therefore, it is important to describe how ECE competencies currently inform and/or impact ECE workforce pre-service and in-service professional development and ECE agency expectations of competencies to be demonstrated by employees in a range of sectors of the ECE workforce in Los Angeles County. For the purposes of this paper, the PEACH contributors began with the intent of identifying and reviewing existing ECE professional competencies from professional organizations. As indicated above, many states have developed early childhood competencies that are organized within a standards-like framework, which sets benchmarks for measuring whether (and, if so, at what level) ECE providers/educators have mastered core knowledge and competencies (Winton & West, 2011). According to the California Department of Education and First 5 California (CDE/First 5 California, 2011):

The ECE competencies serve several interrelated purposes. First, they provide coherent structure and content for efforts to foster the professional development of California's early childhood workforce. Second, they inform the course of study that early childhood educators follow as they pursue study in institutions of higher education. Third, they provide guidance in the definition of ECE credentials and certifications. And fourth, they give comprehensive descriptions of the knowledge, skills, and dispositions that early childhood educators need to support young children's learning and development across program types. (p. 2)

Further, the California Department of Education and First 5 California proponents of the California Early Childhood Educator (ECE) Competencies note (CDE, 2011):

The ECE competencies represent a step in creating a well-designed, coordinated plan to prepare early childhood educators. Through the work of expert advisers, and with input from ECE professionals and stakeholders in early care and education, the resulting competencies specify a common reference point for institutions, organizations, and networks involved in the preparation and professional development of California's early childhood educators. (p. 3)

Accordingly, the introduction to the California ECE Competencies (2011) explains:

[The context for the development of the ECE competencies in California was a] growing recognition of the need to systematically improve the quality of early care and education. The CDE has invested in the creation of an early learning and development system, the Legislature has initiated an effort to establish a quality rating improvement system, higher education is aligning undergraduate curriculum in early care and education, and several organizations and networks are conducting statewide training, combined with incentives for education and retention. These educational and professional-development efforts draw from the same research base and share an overall vision of quality. But all of the efforts are hampered by the complexity and fragmented nature of California's current early care and education system. (p. 3)

Therefore, it is important to examine the various sources considered in the development of California's ECE Competencies. Each competency area addresses the knowledge, skills and dispositions that early childhood educators are expected to demonstrate related to the development and learning of young children birth through five years (CDE/First 5 California, 2011). The California ECE competencies reflect the following 12 interrelated topic areas:

- Child Development and Learning
- Culture, Diversity and Equity
- Relationships, Interactions, and Guidance
- Family and Community Engagement
- Dual-Language Development
- Observation, Screening, Assessment, and Documentation
- Special needs and Inclusion
- Learning Environments and Curriculum
- Health, Safety and Nutrition
- Leadership in Early Childhood Education
- Professionalism
- Administration and Supervision

Table 1.2 presents further information about the California ECE Competencies.

Table 1.2

California Early Childhood Educator Competencies

State Competencies	Target Audience	Purpose	Core Competencies
California ECE Competencies (CDE/First 5 California, 2011)	Early Childhood workforce working with children (birth to five)	• Foster the professional development of California's early childhood workforce • Inform the course of study that early childhood educators follow as they pursue study in IHEs • Provide guidance in the definition of ECE credentials and certifications • Give comprehensive descriptions of the knowledge, skills, and dispositions that early childhood educators need to support young children's learning and development across program	• Child Development • Culture, Diversity a • Relationships, Inte Guidance • Family and Commu • Dual-Language De • Observation, Scree and Documentatio • Special Needs and • Learning Environm • Health, Safety and • Leadership in Early • Professionalism • Administration and

Alignment of the California ECE Competencies with other State ECE-Related Resources

California's ECE Competencies were designed to reflect, inform and align with several of California's ECE professional development initiatives and other state and state-adopted resources including:

- California Department of Education's (CDE) Early Learning and Development Foundations

- CDE's Curriculum Frameworks

- CDE's Desired Results Developmental Profile (DRDP-R)

- CDE's Desired Results for Children and Families— Parent Survey

- Early Childhood Environment Rating Scale–Revised (ECERS-R)

- Infant/Toddler Environment Rating Scale–Revised (ITERS-R)

- Family Child Care Environment Rating Scale– Revised (FCCERS-R)

- California Community Colleges' Early Childhood Curriculum Alignment Project (CAP)

- California State University Baccalaureate Pathways in Early Care and Education (BPECE)

- Classroom Assessment and Scoring System (CLASS)

The ECE Competencies are also designed to be aligned with the following state and national standards:

- California's TK–12 Common Core State Standards (California Commission on Teacher Credentialing, 2013)

- National Association for the Education of Young Children (NAEYC) Professional Preparation Program Accreditation Standards (NAEYC, 2007)

- California Infant–Family and Early Childhood Mental Health Training Guidelines

- Early Start Personnel Project

- NAEYC Code of Ethics (NAEYC, 2005)

Opportunities and Considerations for the Future

Based on PEACH contributors' review of national professional competencies and standards and California's ECE competencies, as well as state policy initiatives related to ECE professional development, some pertinent differences and gaps were identified and are described below. Therefore, it is suggested that a deeper dialogue and consideration be promoted as further work is pursued related to competencies and standards for the ECE workforce across the nation.

- **Rights**: Children's and family rights are cited solely with regard to children with special needs and their families in California's ECE competencies and in the DEC/NAEYC Aligned Standards; they are not cited with regard to all young children and their families. However, this is an important concept that should be given more consideration in the future.

- **Dual Language, Second Language Acquisition, English Learners:** Dual language, second language acquisition, English learners are terms that carry similar meaning and are used in different sets of competencies/standards at various points in the documents, often intermixing the use of terms within one document. However, the California ECE Competencies is the only set reviewed that consistently used *dual language* —a term that communicates the equal importance of both home language and English and that the processes of learning and maintaining home language interacts with the learning of another language (CDE/ First 5 California, 2011). *Dual Language* is a very useful label because it communicates both (a) the initial first language acquisition and second language learning in the early years, as well as (b) the interaction between the ongoing processes of an individual's first and second language development so that each is valued and supported by ECE educators.

- **Sexual Orientation**: While knowledge of family structures and the skills to work effectively with diverse families may be commonly cited in these reviewed sets of competencies, sexual orientation is only explicitly mentioned in the California Standards for Teacher Preparation (CSTP) for P-12. This is important in the spirit of a full appreciation of diversity in today's changing world.

- **Reflective Practice and Reflective Facilitation or Supervision:** The uses and role of Reflective Practice is explicitly cited in the California ECE Competencies and in the California Infant-and Early Childhood Mental Health Guidelines. Reflective Practice and Reflective Facilitation or supervision are more frequently and consistently cited in the California Infant-and Early Childhood Mental Health Guidelines, and the term "parallel process" is favored in the Mental Health guidelines while "modeling" (which is much less specific) is a favored term in the California ECE competencies, DEC and NAEYC documents/statements. (Attention to the role of relationship-based forms of technical assistance, including coaching, mentoring and consultation, are acknowledged and explicated in the recently published NAEYC-NACCRRA glossaries (NAEYC-NACCRRA, 2011). Please see *PEACH Paper 6 - Checking*

for Flow: The Current Status of ECE Training and ECE Trainer Competencies for more discussion of technical assistance forms of support for ECE professional development.

- **Self-Regulation and Emotion-Regulation:** Various terms are used to describe young children's ability to learn to regulate their bodies and emotions. "Emotion-regulation" is cited under the competency of creating a learning environment and curriculum in the California ECE Competencies. Though "emotion-regulation" may imply children's responsibility to monitor their own expression of emotion, it may also refer to the teacher's related classroom management responsibilities (i.e., what the teacher does). The concept of "self-regulation" (i.e., what the child does) is accompanied by the concept of "co-regulation" (i.e., what the teacher or caregiver does to support a child's self-regulating processes). These subtle shifts of perspective reflect a significant difference in theoretical and philosophical orientation that yields different practices as well—from one focused on the individual child's responsibility and behavior to one with an emphasis on teacher-child interaction and a child's and teacher's shared responsibilities.

- **Use of Terms Child Development and/or Child Learning:** This review of related competencies and standards revealed a mixed use of terms regarding "child development" and "child learning" in the ECE competency and standards-related documents. In the context of the ECE developmental period, early brain research confirms that a focus on children's growth and development across developmental domains is central to providing the foundation for both future development and for tracking academic learning emphasized in later school years. Consistency in use of terminology will strengthen future discourse regarding the focus and methods of ECE programs; it will also support the centrality of considering the dynamics of development in measuring and reporting child outcomes in the early years, as well as for acknowledging the importance of paying attention to the range of developmental foundations (emotional, social, cognitive, linguistic and physical) that correlate to later children's school readiness and school achievement.

- **Documentation:** The California ECE Competencies' category of Observing, Screening, Assessing and Documenting is described in terms informed by a Reggio Emilia-inspired expanded definition of documentation to include everything one might see included in a documentation panel depicting the process of a child's learning or of children's development of a group project with teachers. The

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importance of documentation in quality teacher practices is becoming more widely recognized, therefore, it is important that future standards incorporate this key concept and practice.

- **Working with Infants and Toddlers and the Adult-Infant Dyad:** While the introduction to the California ECE Competencies states that the competencies are designed for those who work with children 0-5, the language used in the competencies tends to result in an apparent absence of attention to topics especially pertinent to those working with children 0-3 and their families (e.g., attachment theory, supporting parent-infant relationships) and a number of topics related to: (a) parent-infant dyad interaction and caregiver-infant dyad interaction, (b) the caregiver's intentional plan and arrangement of the environment, and (c) facilitation of infants' and toddlers' wellbeing by the caregiver's mindful observation of infants and toddlers and respectful response. Likewise, there is an apparent lack of emphasis in the DEC standards (and even less so in NAEYC Standards) or other competencies that are pertinent to the ECE workforce sector working in home visit programs (early intervention and school readiness). Attention is needed to develop competencies for the ECE workforce sector that is employed in programs focused on one-on-one adult-child interactions, rather than on group settings.

- **Goals for the Child:** Professional competencies are developed within the context of working with a given population of children in a given setting. As such, competencies may focus on a different set of goals for the child. For example, the DEC Standards tend to emphasize children's mastery of daily life skills, emotion regulation and school readiness goals for children with special needs, while the California Infant-and Early Childhood Mental Health Guidelines tend to emphasize attachment dynamics, supporting infants' dawning sense of and capacity for self-regulation, and attention to the dynamics of interaction and the need for the caregiver to demonstrate flexibility and the ability to respond appropriately with each individual child. A more holistic perspective on children's development and thus goals for the children should be reflected in competencies for any population of children.

DEC/NAEYC Joint Statement Recommendations

Another opportunity for competency alignment and integration stems from the DEC/NAEYC Joint Statement Recommendations (2009) that indicates directions for the further development and improvement of ECE competencies and related systems as well. In this document, it is suggested that the following three recommendations be considered:

1) **Revise program and professional standards.** A definition of inclusion could be used as the basis for revising program and professional standards to incorporate high quality inclusive practices. Because existing early childhood program standards primarily reflect the needs of the general population of young children, improving the overall quality of an early childhood classroom is necessary, but might not be sufficient, to address the individual needs of every child. A shared definition of inclusion could be used as the foundation for identifying dimensions of high quality inclusive programs and the professional standards and competencies of practitioners who work in these settings.

2) **Achieve an integrated professional development system.** An agreed-upon definition of inclusion should be used by states to promote an integrated system of high quality professional development to support the inclusion of young children with and without disabilities and their families. The development of such a system would require strategic planning and commitment on the part of families and other key stakeholders across various early childhood sectors (e.g., higher education, child care, Head Start, public pre-kindergarten, preschool, early intervention, health care, mental health). Shared assumptions about the meaning of inclusion are critical for determining who would benefit from professional development, what practitioners need to know and be able to do, and how learning opportunities are organized and facilitated as part of an integrated professional development system.

3) **Influence federal and state accountability systems.** Consensus on the meaning of inclusion could influence federal and state accountability standards related to increasing the number of children with disabilities enrolled in inclusive programs. Currently, states are required to report annually to the U.S.

Department of Education the number of children with disabilities who are participating in inclusive early childhood programs. But the emphasis on the prevalence of children who receive inclusive services ignores the quality and the anticipated outcomes of the services that children experience. Furthermore, the emphasis on prevalence data raises questions about which types of programs and experiences can be considered inclusive in terms of the intensity of inclusion and the proportion of children with and without disabilities within these settings and activities. A shared definition of inclusion could be used to revise accountability systems to address both the need to increase the number of children with disabilities who receive inclusive services and the goal of improving the quality and outcomes associated with inclusion (DEC/NAEYC, 2009).

An additional example of alignment work can be seen in the *2009 CEC Initial Common Core, Initial Special Education Professionals in Early Childhood Special Education/Early Intervention (Birth to Eight) (DEC), and 2009 NAEYC Standards for Early Childhood Professional Preparation Programs* (Chandler et al., 2011).

Conclusions and Recommendations

While there remains much left to do to coordinate and complement sets of ECE competencies that address various sectors of the ECE workforce, Karoly (2012) describes the most recent progress in the development and strengthening of California's ECE Professional Development System (PDS) and explains:

On the positive side, following other states that have taken the lead in putting comprehensive PDS in place, California already has many of the elements that appear to be required for a strong PDS:

- CDE has defined early educator competencies that are aligned with the state's early learning standards and curriculum frameworks.

- There is a process underway to align and articulate the state's two- and four-year ECE teacher preparation programs.

- A promising cohort model promoting degree attainment among diverse members of the ECE workforce is being implemented in several communities and is being evaluated and refined.

Public funds are used to provide various professional development opportunities—some (e.g., mentoring and technical assistance models) using the approach and some employing financial incentives—that provide a promising baseline from which to build. (p. 88)

There are also many basic assumptions underlying the structures of existing sets of competencies building upon the state's prior discussion and ongoing consideration of a range of quality rating and improvement systems and diverse concepts of quality (e.g., multiple models currently co-existing, many relying on ECERS ratings of the ECE children's program environment, additional program factors and, more recently, in combination with utilization of the CLASS teacher-child interaction assessment).

PEACH Recommendations

This brief scan of related competencies and standards reveals a number of contributions and gaps in one or more of the sets of competencies and standards that were examined. These discoveries will be useful in future reflections about ECE competencies and in answering the questions: What might have been left out of the California ECE Competencies? Which national resources can be used or further developed to inform professional practices for ECE professionals in California and nationwide?

Therefore, future efforts related to the professional development system and initiatives as well as competencies may benefit from consideration of including more explicit references to the following recommendations in California:

Professional Development System

In building and garnering support for California's ECE professional development system, PEACH recommends that ECE stakeholders engage in dialogue that encompasses:

- Inclusion of and appreciation for multiple perspectives in related ECE systems-level work and collaboration.
- Coordination of national, state, and local perspectives and efforts.

- Ongoing attention to the alignment of the professional development system, ECE competencies, and quality rating and improvement systems.

- Recognition that ECE initiatives emerge within a complex system.

- Need for ongoing and increased collaboration across and among agencies, public and private entities, as well as funding streams.

- Support for ECE workforce members' successful navigation of the state's emerging professional development system, ECE competencies and quality rating and improvement systems.

Competencies

Furthermore, with regard to ECE competencies, PEACH recommends that ECE stakeholders participate in:

- Periodic agency-to-agency input in the review and revision of the California ECE Competencies and related competencies (e.g., DLL Competencies, Zero to Three P-5 Cross Sector Competencies).

- Ongoing dialogue between ECE educators and IHE representatives to refine competencies that can be addressed in student learning outcomes in higher education coursework.

- Soliciting ECE provider and family perspectives regarding essential ECE educator competencies in the context of their program experience.

In California the alignment of the ECE professional development system as a whole is a struggle. With the recent national, state and local emphasis on early education and an understanding of the capacity for brain development in the first five years of life, should we move toward requiring fundamental educational and/or professional development standards for every ECE professional? If we truly believe that quality early education experiences should be the right of every child, how do we define that quality, in terms of our workforce? There are no easy answers to these questions and no quick solution to "fixing" the ECE professional development system until they are answered. As daunting a task as this seems, there are segments of the ECE field working on specific issues and continuing to make strides in bringing the local ECE field together to determine what is needed in terms of the professional development system. Furthermore, the ECE Workforce Consortium is pulling in all of these strands on the local front. Progress is being made, but there is more to do.

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Related Organizations and Agency Websites

California Department of Education, Child Development Division
http://www.cde.ca.gov/re/di/or/cdd.asp

California Department of Education, Early Education and Support Division Resources
http://www.cde.ca.gov/sp/cd/re/cddpublications.asp
*This includes the link to the Foundations, Curriculum Frameworks, Competencies, etc.

California Department of Mental Health: Early Mental Health Initiative
http://www.dmh.ca.gov/Services_and_Programs/Children_and_Youth/EMHI.asp

California Early Childhood Educator Competencies
http://www.cde.ca.gov/sp/cd/re/ececomps.asp

California Early Care and Education Workforce Registry
www.caregistry.org/index.cfm

California Early Childhood Mentor Teacher Program (CECMP)
http://www.ecementor.org

California Preschool Instructional Network (CPIN)
http://cpin.us

Child Care Alliance of Los Angeles
http://www.ccala.net/default.asp

Child Care Alliance of Los Angeles: Gateways to Early Educators
http://www.ccala.net/providers_Gateways.asp

Child Care Resource Center
http://www.ccrcla.org/

Child Development Training Consortium (CDTC)
http://www.childdevelopment.org/cs/cdtc/print/htdocs/home.htm

Commission on Teacher Credentialing
http://www.ctc.ca.gov

Competencies Integration Project (CIP)
https://www.childdevelopment.org/cs/cip/print/htdocs/cip/home.htm

Council for the Accreditation of Educator Preparation (CAEP)
http://caepnet.org

Desired Results Developmental Profile (DRDP)
http://www.wested.org/desiredresults/training

Division for Early Childhood of the Council for Exceptional Children (DEC)
http://www.dec-sped.org

Faculty Initiative Project (FIP)
http://www.wested.org/facultyinitiative/index.html

First 5 CA
http://www.ccfc.ca.gov

First 5 LA
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Head Start
http://www.prekkid.org/

Los Angeles County Office of Education
http://www.lacoe.edu/

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http://www.lacoe.edu/orgs/298/index.cfm?ModuleId=1

Los Angeles County Resource and Referral Agencies (R&R)
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Los Angeles Universal Preschool (LAUP)
http://www.laup.net/

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National Association for the Education of Young Children (NAEYC)
http://www.naeyc.org/

National Association of Child Care Resource and Referral Agencies
http://www.naccrra.org/

National Council for Accreditation of Teacher Education (NCATE)
www.ncate.org

National Registry Alliance
http://www.registryalliance.org/about-the-alliance

Program for Infant/Toddler Care (PITC)
http://www.pitc.org

Race to the Top – Early Learning Challenge (RTT-ELC)
http://www.childrennow.org/uploads/documents/CRTTT-ELC.pdf

ZERO TO THREE
http://www.zerotothree.org
http://www.zerotothree.org/wo/assets/docs/policy-brief-ztt-core-competencies-policy-2012.pdf

Explanations of Acronyms from List of PEACH Paper Contributors

LACOE: Los Angeles County Office of Education
LAUSD ECE Division: Los Angeles Unified School District, Early Childhood Education
LAUP: Los Angeles Universal Preschool
PEACH: Partnerships for Education, Articulation and Coordination through Higher Education
PITC: The Program for Infant/Toddler Care
West Ed – E3 Institute: Excellence in Early Education

Appendices

Appendix A   Features of Publicly Funded ECE Workforce Professional Development Programs in California SFY 2009-2010 (Karoly, 2012, p. 66-72)

Appendix B   Coverage of Publicly Funded ECE Workforce Professional Development Programs in California SFY 2009-2010 (Karoly, 2012, p. 76)

Appendix A

Features of Publicly Funded ECE Workforce Professional Development Programs

in California SFY 2009-2010 (Karoly, 2012, p. 66-72)

Program Name (Year Started)	Purpose	Services/ Activities	Target Population	Auspices/ Funding Source	Local Delivery	Year: Estimated Participation	SFY 2009-2010 Funding ($1,000s)
A. Programs Providing Direct Training for Workforce Professional Development							
Child Care Initiative Project (CCIP) (1985)	Recruit, train, and retain family child care providers, with a current focus on infant and toddler care providers	Outreach, materials (e.g., publications and other resources), training, and technical assistance to providers	Potential and licensed family child care providers, with priority for those serving infants and toddlers	CDE CDD/CCDF quality Earmark activities, CCDBG, state general funds, and local private matching funds	CCCR & RN; implemented through local R & Rs	2008–09: 1,100 new providers recruited; 2,000 providers trained; 4,500 new slots created	$3,784
California Exempt Care Training (CECT) Project (*Growing, Learning, Caring*) (2005)	Provide outreach and training to license exempt child care providers	Outreach, materials (e.g., publications and other resources), training, and technical assistance to providers	License-exempt providers; priority for those receiving state subsidies	CDE CDD/ CCDF quality activities	CCCR & RN; implemented through local R & Rs	2008–09: 4,000 providers attended 7,400 hours of training	$2,500
California Preschool Instructional Network (CPIN) (including ELL support) (2003–04)	Provide professional development, technical assistance, and support to preschool program administrators and teachers	Professional development opportunities, training, technical assistance, and resource materials, including those targeted for ELLs and children with disabilities; coordination with First 5, Head Start, and other preschool programs	Networks of prekindergarten administrators and teachers in centers and FCC home networks, especially in areas with low API schools	CDE CDD/CCDBG	Sacramento County Office of Education and WestEd; administered through 11 CCSESA regions	n.a.	$4,600

Desired Results Training and Technical Assistance Project (2002–03)	Train agencies in the effective use of the Desired Results system to improve their child care and development services	Materials, training, and technical assistance on use of Desired Results system (e.g., components, procedures, forms)	Administrators and teachers in CDE Title 5 contract centers and FCC programs	CDE CDD/CCDF quality activities	WestEd	Expected: 500 contractors attend three-day trainings	$653
Family Child Care at Its Best (FCCB) (2003)	Deliver university based Continuing education on infant/toddler care and school readiness to licensed and license exempt FCC providers	Training and quality improvement services; certification for continuing education units and academic credit; offered in multiple languages	Licensed FCCH and license-exempt providers	CDE CDD/CCDBG	Center for Excellence in Child Development (UC Davis)	Expected: 7,500 FCC providers attend courses	$1,000
Program for Infant Toddler Care (PITC) Partners for Quality Regional Support Network (1998)	Coordinate regional PITC training and TA in designated regions	Compensation for PITC trainers to provide training and TA (including observation and coaching) for enter-based programs at the site and for small groups of FCC providers; regional coordination of training and TA services and supervision of trainers	Licensed FCCHs and centers providers serving infants and toddlers	CDE CDD/CCDF quality earmark activities and CCDBG	WestEd	2007–08: 12,500 hours of training and TA to 4,300 staff or providers serving 17,300 infants and toddlers	$4,317
PBS Preschool Education Project (1999)	Provide training for family child care providers and parents in selected viewing areas	Training on PBS national Ready to Learn curriculum through workshops; training materials, props, and story books for providers	At-home providers and parents in viewing areas of PBS stations in Eureka, Fresno, Los Angeles, Sacramento, San Diego, San Francisco, San Jose, and Redding	CDE CDD/CCDBG	Partner PBS Stations	Expected: 2,500 FCC providers and parents receive training, affecting more than 90,000 children	$455
B. Programs Providing Financial Support or Incentives for Workforce Professional Development							
Child Development Training Consortium (CDTC) and Career Incentive Grant	Fund eligible educational costs for unit-bearing coursework in 102	Reimburse students for CC enrollment fees; establish lending library of texts and other	Employees in licensed or exempt center or licensed FCCH seeking to maintain or advance	CDE CDD/CCDF quality activities, CCDBG, and state	Yosemite CC District; implemented at CCs through	2006-07: 8,200 students at 96 CCs enrolled in more than	$3,512

Program	Purpose	Services	Eligibility	Funding	Administration	Outcomes	Max Stipend
Program (1987)	CCs (or other eligible institutions) for eligible students pursuing careers in child care/ development to meet the requirements of the Child Development Matrix	resources; provide classes that college will not fund out of general budget; tutorial and/or translation services	CDP; priority to those at centers/ FCCH with CDE Title 5 contracts or accepting AP vouchers	general funds	local advisory committee and CDTC Campus Coordinator	59,000 units of ECE college coursework	
Child Development Permit (CDP) Stipends (1982)	Provide incentive for child care teaching staff to obtain CDP	Pay cost of CDP application and fingerprint processing fees	Potential or existing teachers in licensed or exempt center or licensed FCCH	CDE CDD/CCDBG	Implemented through CDTC	Expected: Fees paid for 3,700 CDP applicants; fingerprinting fees paid for 3,000 first-time applicants	$500
Child Development Teacher and Supervisor Grant Program	Provide financial support for qualified staff with financial need to complete college coursework for teacher or supervisor level CDPs	Grants for college coursework leading the attainment of CDP at teacher, master teacher, supervisor, or program director levels; one year of service in licensed center for each grant year	Qualifying students based on academic achievement and demonstrated financial need	CDE CDD/CCDBG	California Student Aid Commission	Expected: 300 students obtain financial aid to pursue coursework leading to advanced permit	$350
California Early Childhood Mentor Program (CECMP) (1988)	Provide resources and support for aspiring and experienced teachers and administrators in programs serving children 0–5 and in before- and afterschool programs	Recruitment, training, and stipends for experienced teachers and administrators to serve as mentors; in-class practicum for student teachers with mentor teachers for high school, CC, or university credit; director mentors to work with new directors and administrators	Teachers and administrators who meet specified criteria regarding experience, education, and classroom quality	CDE CDD/CCDBG	City College of San Francisco; Delivered through CECMP coordinators at 95 CCs	2008–09: 680 mentor teachers and 125 director mentors supervised 2,400 students and director protégés serving 120,000 children	$3,272
Comprehensive Approaches to Raising Education Standards	Support the education, professional development, and	Stipends ($50 to $5,100 per year) to caregivers on five tracks for continued education and	Qualifying home-based licensed and license exempt FCC providers and assistants, and	First 5/First 5 California and matching funds (from 2:1 to 4:1) from participating	Participating First 5 County Commissions; coordinated	2007–08: 9,300 stipends distributed; 1,500 participants	$6,800

(CARES) (2000)	retention of early learning workforce serving children 0–5	retention; education and career development courses and programs, including evening, weekend, and ESL ECE courses at CCCs and CSUs; career supports and educational assistance such as counseling, tutoring, and mentoring and development of Professional Educational Development Plan reviewed annually; development of Early Learning Workforce Registry	center-based teachers and directors in public and private programs in participating counties; priority in First 5 School Readiness counties and areas with low supply of licensed providers or facilities	First 5 County Commissions (44 as of 2008–09)	with AB 212 in 44 counties	obtained a CDP; 840 participants moved up the permit matrix; 400 participants earned a higher education degree (AA or above)	
Compensation and Retention Encourage Stability (CARES)–AB 212 (2001)	Support the education, professional development, and retention of early learning workforce in Title 5 child development programs serving children 0–5	Stipends ($1,500 on average) to pay for books and tuition for college credits (minimum of three college units per year) leading to advancement on CDP Matrix; career supports and educational assistance such as counseling, tutoring, and mentoring	Qualified administrators and teachers in CDE Title 5 contract centers and FCC programs with valid CDP	CDE CDD/CCDF quality activities and state general funds	LPCs in 55 Counties with Title 5 programs; Coordinated with CARES in 44 counties	2008–09: Stipends provided to 2,500 assistant and associate teachers, 4,200 teachers and master teachers, 1,400 site supervisors, and 800 directors	$15,000
Health and Safety Training for Licensed and License-Exempt Providers (1998)	Provide reimbursement to licensed center based staff, licensed family child care providers, and license-exempt family child care and in-home providers for costs associated with health and safety training	Reimbursement of fees for training and certification; provision of equipment, materials, and supplies to create safe environments	Licensed center-based staff, licensed family child care providers, and license-exempt family child care and in-home providers	CDE CDD/CCDF quality activities	Local R&Rs; trainers and curriculum content are reviewed and approved by the Emergency Medical Services Authority	Expected: 15,000 providers receive health and safety training, equipment, materials, and supplies	$500

TANF Child Development Careers (CDC) WORKs! (1997–2000 pilot; 2000+ full program)	Expand child care capacity for CalWORKs recipients by recruiting and training current or former CalWORKs recipients to become eligible for Associate Teacher or Teacher permits and placing students in publicly funded child care and development programs or other licensed centers	Tuition reimbursement for fast-track and regular semester coursework and high-quality practicum and/or work experiences with local mentors; coordinated with CDTC and CECMP	Current or former CalWORKs recipients	CDE CDD/CCDF quality activities	Foundation for CCC in collaboration with the CCC Chancellor's Office; implemented in 61 CCC campuses	2006-07: 1,250 CalWORKs students enrolled and working toward Associate Teacher or Teacher permits	$4,000
C. Programs Training Trainers or Other Professional Development Support Personnel							
Child Development Permit (CDP) Matrix Professional Growth Advisors (PGAs) (1999)	Train PGAs to support those pursuing a CDP which requires consulting with a PGA to establish professional development goals and plan	Maintain a registry of PGAs; training for new PGAs and refresher training for existing PGAs	Qualifying individuals based on educational attainment, and/or professional experience, and/or level of CDP	CDE CDD /CCDBG	Implemented through CDTC	Expected: 84 trainings for 1,200 new PGAs; 1,200 PGAs participate in networking sessions; 5,500 PGAs in registry	$250
Early Childhood Education (ECE) Faculty Initiative Project (FIP) (2004-05)	Align and integrate essential content and competencies of CDE/ CDD resources with core ECE curriculum of CCCs and CSUs, building on Curriculum Alignment Project	Presentations, seminars, instructional guides and companion resources, and other resources (including web-based) for public higher education ECE faculty	CCC and CSU system ECE faculty	CDE CDD / CCDBG	WestEd	Expected: 4 annual regional seminars train 200 CSU and CCC faculty; 500 faculty will use online materials	$500

PITC Institutes (1986)	Improve quality of infant/toddler care through cadre of PITC trainers who receive intensive training and refresher courses	Training institutes leading to PITC certification, with associated multimedia materials, for program administrators, college faculty, early interventionists, and other trainers; annual conferences for certified trainers	Center-based program administrators; faculty and infant/toddler instructors from CCCs	CDE CDD/CCDF quality earmark activities	WestEd	2007–08: 110 trainees leading to 85 certified trainers who will provide 2,100 hours of training services in next 2 years	$1,075
PITC Community College Infant/Toddler Demonstration Sites (1998)	Integrate PITC philosophy and practice into infant/toddler courses at five CCC demonstration programs	Provide follow-up TA to teams of faculty and infant/toddler teachers that attended PITC Community College Seminars in past years	Past PITC CC Seminar participants; five existing PITC CC demonstration programs	CDE CDD/CCDF quality earmark activities	West Ed and five existing PITC CC demonstration program	2006–07: 450 visitors to demonstration programs; 1,900 hours of training at 45 CCs	$723

SOURCE: CDE, 2009a, 2009b, 2009c; and program websites.
NOTES: CC = community college; TA = technical assistance; n.a. = not available.
a Figure is for First 5 California 2008–09 fiscal year and excludes county matching funds, which would bring the total to an estimated $27 million.

Appendix B

Coverage of Publicly Funded ECE Workforce Professional Development Programs

in California SFY 2009- 2010 (Karoly, 2012, p. 76)

Program Name	Workforce Beneficiaries		Child Care Settings Targeted			Child Ages Targeted	
	Entrants	Existing	License-Exempt	Licensed FCCH	Licensed Center	Infant/Toddler	Pre-School
A. Programs Providing Direct Training for Workforce Professional Development							
CCIP	✓	✓		✓		✓	
CECT Project		✓	✓			✓	✓
CPIN		✓		✓	✓		✓
Desired Results Training & TA Project		✓		✓ *	✓ *	✓	✓
FCCB		✓	✓	✓		✓	✓
PITC Partners for Quality Regional Support Network	✓	✓		✓	✓	✓	
PBS Preschool Education Project		✓	✓	✓		✓	✓

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<table>
<tr><th colspan="8">B. Programs Providing Financial Support or Incentives for Workforce Professional Development</th></tr>
<tr><td>CDTC</td><td></td><td>✓</td><td></td><td>✓</td><td>✓</td><td>✓</td><td>✓</td></tr>
<tr><td>CDP Stipends</td><td>✓</td><td>✓</td><td></td><td>✓</td><td>✓</td><td>✓</td><td>✓</td></tr>
<tr><td>CD Teacher & Supervisor Grant Program</td><td></td><td>✓</td><td></td><td>✓</td><td>✓</td><td>✓</td><td>✓</td></tr>
<tr><td>CECMP</td><td></td><td>✓</td><td></td><td>✓</td><td>✓</td><td>✓</td><td>✓</td></tr>
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<tr><td>CARES – AB 212</td><td></td><td>✓</td><td></td><td>✓ *</td><td>✓ *</td><td>✓</td><td>✓</td></tr>
<tr><td>Health and Safety Training</td><td></td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td></tr>
<tr><td>TANF CDC WORKs!</td><td>✓</td><td>✓</td><td></td><td></td><td>✓</td><td>✓</td><td>✓</td></tr>
<tr><th colspan="8">C. Programs Training Trainers or Other Professional Development Support Personnel</th></tr>
<tr><td>CDP Matrix PGAs</td><td>✓</td><td>✓</td><td></td><td>✓</td><td>✓</td><td>✓</td><td>✓</td></tr>
<tr><td>ECE FIP</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td></tr>
</table>

PITC Institutes	✓	✓		✓	✓	✓	
PITC CC Infant/Toddler Demonstration Sites	✓	✓	✓	✓	✓	✓	

*Available only to providers with CDE contracts (e.g., Title 5 or State Preschool).